Teaching and Learning Policy

Priority 1	Priority 2	Priority 3
'No Child left behind'	Consistency in achieving excellence	Personal growth and positive futures

Priority 1	Priority 2	Priority 3
Embedding Formative Assessment	Adaptive Teaching	Talk for Learning

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1. Aims - The Chadwell Heath Way

Excellent teaching and learning sits at the heart of what we are seeking to achieve for all students. It provides a consistently excellent educational experience. Enabling each of our students to maximise their effort and realise their full potential, irrespective of any disadvantage.
This policy aims to:

- Create and embed a culture and environment of scholarship.
- Set out the high level of expectations we have in ensuring consistent approaches in delivering excellence in teaching and learning across our school.
- Promote high expectations and raising standards of achievement for all students in our school to ensure that no child is left behind.
- To reflect that our pedagogical practice is continually evolving alongside the latest educational research, while continuing to use proven methods for enabling our students to flourish academically and pastorally.
- Involve students, parents and the wider school community in students' learning and development.

2. Our guiding principles

Students learn best at our school when they:

- Have their basic physical needs met.
- Feel secure, safe, and valued.

- Feel a sense of belonging to the group.
- Are fully engaged and motivated in their learning.
- Can see the relevance of what they are doing.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Understand the task.
- Have the physical space and resources they need.
- Are not disrupted or distracted by others.
- Can work with others or on their own, depending on the task.
- Are guided, taught, or helped in appropriate ways at appropriate times.
- Can practice what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard.
- Can manage their emotions if things are not going well.
- Recognise that all learners make mistakes, and these can help us learn.
- That students receive and have the opportunity to respond to feedback.
- Feedback can take a variety of forms; written, verbal, teacher, peer, or self-evaluation.

3. Roles, responsibilities, and stakeholders flow chart.

Teaching and learning are a shared responsibility, and everyone in our school community has an important role to play.

3.1 Senior leaders.

Senior leaders at CHA will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff to account for their teaching and learning. Including escalation in line with appropriate policies.
- Hold students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to staff through coaching, mentoring, and as needed a support plan.
- Ensure continued professional development opportunities (CPD) are available to all staff and focused on the specific teaching and learning needs of Chadwell Heath Academy.
- Monitor the impact of CPD opportunities in improving staff's practice and subject knowledge.
- Promote collaborative working at all levels, for example by sharing best practice across subject areas.

- Address underachievement and intervene promptly.
- Meet the expectations set out in the Teaching Standards and policies in part 11.

3.2: Middle Managers: Heads of Department and Key Stage Post Holders for subject areas and HoY's for the Pastoral curriculum. Middle Leaders at CHA will:

- Set out their vision for their curriculum areas through an aspirational curriculum intent statement. That is then delivered through the schemes of learning and enrichment opportunities provided.
- Ensure that the curriculum offer of their subject area is well-sequenced, broad and balanced and builds knowledge and skills. Where relevant the National Curriculum is fully covered, providing a starting point to the departmental curriculum offer.
- That the curriculum offer is focused on developing the students for the next stage of their journey.
- That each lesson is well planned as part of a scheme of learning and is being followed by all.
- Schemes of learning provide sequenced lessons, and adaptable teaching strategies, allowing students to make good progress from their starting points.
- That there is a module sheet for each unit of work in the whole school format. It is a working document.
- Monitor the quality of teaching and learning through both formal performance management processes and also informal day to day actions. In line with the whole school monitoring calendar.
- Intervene to ensure that there is consistency across all year groups, and teachers in their subject areas.
- Encourage teachers to share ideas, resources and good practice. Specifically, support colleagues to ensure that each teacher in their team is a subject expert. Both in terms of the material that they are teaching and understanding how it links to prior and future learning.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for engaging teaching and learning.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Timetable and deploy staff to have the most effective impact on teaching and learning
- Review and moderate attainment and progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Intervene to improve areas identified as requiring improvement in their monitoring activities.
- Meet the expectations set out in in the policies referenced in part 11.

3.3: Teachers

Teachers at CHA will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Be accountable for the learning outcomes of all the students that they teach.
- Follow the department schemes of learning to ensure consistency in curriculum coverage. This will include setting any cover work.
- Assess, at least, the agreed pieces that have been set out for each module. This will be in the format agreed: Individual, peer, whole class, or verbal.
- Ensure that the assessment feedback loop has been closed for at least the agreed pieces of work for each module. For example, through student response green pen marking.
- Provide adaptive, quality first, child centred teaching that engages all learners rather than seeks their compliance. The core elements of this will include:

- Shared learning objectives for each lesson, that are referenced during the lesson.
- Spaced retrieval practice, through activities such as do now's and low stakes testing. Allowing the students to make links between concepts, recall and self-explanations, access higher order thinking, and strengthening knowledge schema.
- Regular opportunities for the students to practice and learn from mistakes.
- The teacher to be active in circulating the classroom and having learning conversations with individual students, rather than be seated at their desk.
- Use of high frequency questioning, using techniques such as: cold calling and pose, pause, bounce techniques to allow full student engagement and provide opportunity for developed thinking through models such as Bloom's Taxonomy.
- Address misconceptions both in class and in feedback.
- Scaffolding of tasks both over time, and in specific lessons, to allow scope for support and challenge to take place.
- Plan and deliver activities that promote engagement, and practice. Avoid activities such as copying that do not require the students to engage with the materials.
- The teacher having the subject expertise, in terms of both knowledge and skills, to teach this lesson to the same high standard as other colleagues in the department and also place it in the wider curriculum framework.
- Know the strengths and areas of development of the students that they teach. Especially those with SEND or disadvantaged needs.
- A plenary that allows the students to reflect and evaluate on the learning they have made.

- Use the school systems to ensure that behaviour for learning is effective. The environment is one where behaviour allows and promotes learning. Where this has not been achieved the school sanctions system should be followed.
- All students to have module sheets in their books and these to be engaged with as a working document. This could include RAG rating understanding, targets, ticking off understanding or highlighting vocabulary that needs to be used more.
- Actively engage parents/carers in their child's learning. For example, positive phone calls home X3 a week, praise post cards, setting and assessing homework SMHW.
- Reward student through awarding house points (at least three per lesson), postcards, and positive telephone calls.
- Have an up-to-date seating plan. That has a rational behind it and priorities the needs of SEND students.
- To ensure that the students' books are well presented and challenge where they are not. For example, if there is doodling on a piece of work it should be redone.
- To meet all deadlines with regard to: completing assessments, marking, completing data drops, and performance management requests.
- Be responsible for keeping up to date with the latest in subject and pedagogical practice.
- Meet the expectations set out in in the policies referenced in part 11.
- Communicates effectively with LSA's, before, during and after the lesson to ensure maximum impact upon the learning of the student.

3.4 Support staff at CHA will:

- Follow the expectations for teaching and professional conduct as set out in the Teaching assistants: professional standards Teaching assistants: professional standards | The Key Leaders (thekeysupport.com)
- Understand the needs of the student they are supporting to allow effective adaptations and differentiation to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness. Including supporting students within the classroom that they have not been assigned to, where needed.
- Use agreed assessment for learning strategies.
- Support effective marking and feedback as required, for example helping students respond to marking and close the feedback loop.
- Engage in providing inspiring learning opportunities.
- Feedback observations of students to teachers.
- Ask questions of students to make sure they've understood instructions and subject matter.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Not to leave the lesson until the student they are supporting has.
- To support other students within the group as needed.
- To circulate within the group to allow the student they are primarily supporting to have space to practice being an independent learner.
- Meet the expectations set out in in the policies referenced in part 11.

3.5 Students at CHA will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged, and confident learners.
- Know their targets and how to improve. Including closing the feedback loop through responsive marking.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in in the home school agreement and behaviour policy.

3.6 Parents and carers of students at CHA will:

- Be able to follow what their child is learning through the module sheets and SMHK.
- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.

- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

3.7 Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

- Every lesson must be planned in advance of being delivered. It is the responsibility of the Head of Department / Key Stage Coordinator or relevant Pastoral lead to ensure that the scheme of learning is in place, resourced, and shared.
- Such planning should cover learning objectives, suggested activities, links to prior learning through retrieval practice, adaptive teaching, differentiation, assessment, resourcing, and concepts. It would also be beneficial to include enrichment and cross curricular links.
- It is the responsibility of the teacher to shape this in light of their own teaching style and the specific needs of the group. This must be done in advance of the lesson to allow adequate reflection of need, in terms of the group and also teacher knowledge.
- Planning must be ongoing to ensure that there is consistency of curriculum coverage across subject areas.

5. Learning environment

All learning spaces will be kept safe, clean, and ready for students and colleagues to use them. They will be arranged to promote learning through:

- All teachers are to have a seating plan that is put in place to promote learning and priorities the needs of SEND students.
- The review of this should be an ongoing process, but at the very least it should be reviewed and reshaped after each data drop.
- The layout of the room should allow everyone to see the board and participate.
- Accessible resources for learning such as books, worksheets and other equipment.
- Displays that celebrate and support students' learning. For example, a curriculum map.

6. Key elements of a CHA lesson

1) Embedded Routines – line up, stand behind chairs, orderly dismissal.
2) Planned in accordance with the scheme of work to ensure sequential learning.
3) Seating plan that prioritises the needs of SEND students.

4) Have a purposeful activity at the start of the lesson that:
    - Looks to retrieve knowledge.
    - Helps to settle the class.
    - Allows for the register to be taken.
    - Bell to bell learning (Lemov)
5) Teacher exposition with explicit instruction.
6) Student engagement with the module sheet.
7) Modelling
8) Scaffolding.
9) Application and practice of knowledge / skills.
10) Reading and Vocabulary – using specialist terms.
11) Adaptive teaching strategies, including flexible grouping and effective use of technology.
12) New knowledge and skills being acquired.
13) Reading opportunities where relevant.
14) Behaviour for learning strategies including the awarding of house points.
15) Plenary - what did we do well, what do we need to do next?
16) Include effective use of the three teaching and learning priorities for the 2024 – 25 academic year:

    - Embedding formative assessment.
    - Adaptive teaching
    - Talk for learning.

7. Adaptive and Quality First Teaching

Teaching and learning at our school will take into consideration the backgrounds, needs and abilities of all students. We will adapt learning to cater to the needs of all of our students, including:

- Students with special educational needs and disabilities (SEND).
- Students with English as an additional language (EAL).
- Disadvantaged students.
- Students who are facing behavior challenges and are at risk of exclusion.
- Students that are gifted and talented.

Teachers of students with SEND will use the information provided to tailor their teaching to the needs of individual students, taking into consideration the information provided in their student passport and learning plan.

Teachers of all students will use a range of strategies which may include, but are not limited to:

- Effective communication and directing to ensure that Learning Support Assistants are effectively deployed to provide additional support in the classroom. This will be before, during, and after the lesson.
- Working with our SEND Coordinator (SENCO), our students with SEND, and their parents, to provide materials within an individual's Proximal Zone of Development so that all students can make good progress.
- Using flexible groupings for certain subjects where appropriate.
- Providing of scaffolding writing frames, word banks, number lines and grids, tangible materials, cloze writing tasks, varied questioning techniques.

- Explicit instruction including the use of visuals and modelling alongside written instructions and verbal information.
- Chunking of tasks in written form with visuals.
- Use of movement and rest breaks, and the use of time out for self-regulation.
- Use of assistive technology including radio-aids, voice recognition, I-Pads / laptops. This will be in line with the advice of specialist teachers / professionals or examination access arrangements.
- Teachers will work collaboratively with the SENCO and Inclusion Team to provide feedback and adjust their teaching, in line with the model of: Assess, Plan, Do, Review (SEND Code of Practice). They will be aware of, and work in accordance with the SEND policy
- Teachers will provide for the more able students through planning challenge and extension material that deepens and extends learning, rather than provides more of the same material. They will work with their departmental, and whole school G & T coordinator to be aware of best practice and implement it in their classroom.

8. Independent learning

Home learning. Should be set in accordance with the assessment, homework & marking policy.

Key elements to note:

- Home learning, or homework, will reinforce and embed what has been learnt in school. It is most effective when done in a supportive, secure environment, with focused time set aside.
- All home learning will be made available on Show My Homework (SMHW). Class teachers should set the work and ensure that all required resources are also attached. Once the work has been completed the teacher should use the assess tab to share with student and parents' which students have completed the work on time.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.
- SMHW is the only online platform that staff should use to contact student.

6th Form Study – should be weekly and set out on the module sheets. This work is to be purposeful and viewed as an extension of the lesson.

9. Marking, feedback, and assessment, recording and reporting.

Should be carried out in accordance with the assessment, homework & marking policy.

Key elements to note:

- Feedback will clearly explain to students what the are doing well and what they need to do next to continue to improve their work.
- For the agreed pieces for each module the students will respond to the feedback. For example, in green pen. This will then be acknowledged. Teacher feedback to be on yellow sheets, peer & self on pink and whole class on green.
- Across a module there may be a range of feedback methods used: Detailed individual written feedback, peer assessment based upon shared assessment criteria, and whole class feedback.
- It will be given in line with the amount set out in the assessment and marking policy.
- Students' progress will be tracked using a combination of formative and summative assessment. There will be a data drop every 8 weeks.
- Teachers will provide regular targets for students and provide verbal reports against these at parents' evenings. Students will receive effort and attainment grades every eight weeks and a written report annually.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points. Governors, SLT, HoY's (for pastoral curriculum areas), HoD's and Key Stage Co-ordinators, will monitor and evaluate the impact of teaching on students' learning through the performance management process. The key elements of this are:

- Conducting learning walks, including book looks.
- Formal lesson observations and learning walks. Every member of teaching staff to be seen once a term.
- Informal observations.
- Book looks as set out by the assessment calendar. This will focus on a group from each Key Stage at each monitoring point.
- Data drop outcomes and trends.
- Line management meetings.
- Gathering input from student voice.
- Recorded using SISRA.

11. Review

This policy will be reviewed annually by The Deputy Headteacher (Mr D. Thompson) with responsibility for teaching and learning, and any suggested changed presented to the Headteacher and Governor Curriculum Committee. Following every review, the updated policy will be shared with the full governing body and staff.

12. Links with other policies

This policy is to be followed in accordance with all other policies of CHA. Specifically:

- Behaviour policy.
- Code of Conduct.
- Curriculum offer
- Entry for public examination policy.
- Equality statement.
- E – safety policy.
- Homework, assessment and marking policy.
- Home-school agreement.
- Medical conditions policy.
- Performance management.
- Relationships, Sex and Health Policy.
- Safeguarding policy.
- SEND policy and information report.
- Staff capability.
- Staff disciplinary.
- Staff development policy.